**Foreign Language**

**Daily Lesson Plan Template**

|  |  |  |  |
| --- | --- | --- | --- |
| **Name** |  | **Date** |  |
| **Class/level** |  | **Unit/Theme** |  |

**This lesson addresses (check those that apply):**

|  |  |  |  |
| --- | --- | --- | --- |
|  | Vocabulary Development |  | Interpretive Mode – Listening or Reading |
|  | Language Structure/Grammar |  | Interpersonal Mode - Speaking |
|  | Culture Concept |  | Presentational Mode – Speaking or Writing |

|  |  |
| --- | --- |
| **Functional Language Goal(s):** | • |
| • |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Procedures** | | **Mode** | **Time**  How much time will you spend throughout the class, if not all at one time? | **Materials/**  **Resources/**  **Technology**  Be specific. What publisher produced materials will you use? What materials will you develop? What materials will you bring in from other sources? |
| **What will you do as the teacher?** | **What will students do?** |
| **Anticipatory Set** -  get students’ attention, state objectives, warm-up connected to lesson goals |  |  |  |  |  |
| **Providing Input** - engaging learners, teaching new concepts |  |  |  |  |  |
| **Guided Participation** – student output leading to meaningful interaction |  |  |  |  |  |
| **Application** – appropriately scaffolded leading to independent communication |  |  |  |  |  |
| **Providing Input** - engaging learners, teaching new concepts | *if applicable\** |  |  |  |  |
| **Guided Participation** – student output leading to  meaningful interaction | *if applicable\** |  |  |  |  |
| **Application** – appropriately scaffolded leading to independent communication | *if applicable\** |  |  |  |  |
| **Closure / Summative** **Assessment** – knowing that each student met the lesson goals |  |  |  |  |  |
| **Extension Activities** –  homework, projects, etc, meaningful application of language goals |  |  |  |  |  |

\*Providing Input, Guided Participation, Application – These 3 will be repeated as a cycle as often as necessary during a class. Brain research suggests that this cycle matches the attention span of the learner and would not exceed 20 minutes. A 50-minute class would have 2 such cycles. A 90-minute block class would have 4.

|  |
| --- |
| **Comment on how this lesson connects to the 5C’s. How does this lesson integrate language, culture and content?**  **ACTFL 2c, 4b, 4c** **Culture Content** – Perspectives, Practices, Products:  **ACTFL 2c, 4b**  **Connections** to other content areas: |
|  |

|  |
| --- |
| **Self-Reflection** **– Respond as appropriate.** What worked, what didn’t work in this lesson? How would you adapt this lesson, how did you adapt this lesson during the day if it was taught more than once? How did this lesson differentiate for individual learners? How did this lesson engage students in higher-order thinking? What components of the lesson allowed for self-assessment or provided opportunities for formative assessment? |
|  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Elements** | **Exceeds Standard**  **Proficient 4** | **Meets Standard**  **Competent 3** | **Approaches Standard**  **Basic 2** | **Candidate does not meet standard**  **Emerging 1** |
| **Integrating culture into instruction 2a** | Candidates use a systematic approach to integrating culture. | Candidates use the standards framework or other cultural model to integrate culture into daily lessons. | Candidates integrate into instruction discrete pieces of cultural information found in instructional materials or personal experience. | Candidates use only cultural integration in textbook materials. |
| **Planning for cross-disciplinary instruction**  **2c** | Candidates implement a content-based approach to language instruction that is based on the integration of language and subject area content. | Candidates integrate concepts form other subject areas and teach students strategies for learning this new content in the foreign language | Candidates integrate discrete pieces of information from other subject areas. | Candidates do not integrate other content areas. |
| **Integration of standards into planning 4a and 4c** | Candidates use the goal areas and standards of the Standards for Foreign Language Learning, as well as their state standards, to design curriculum and unit/lesson plans. | Candidates create unit/lesson plan objectives that address specific goal areas and standards (national and state). They design activities and/or adapt instructional materials and activities to address specific standards. | Candidates apply goal areas and standards (both national and state) to their planning to the extent that their instructional materials do so. | Candidates include no evidence of standards in planning. |
| **Formative and summative assessment models-5a** | Candidates design a system of formative and summative assessments that measure overall development of proficiency in an ongoing manner and at culminating points in the total program. | Candidates design formative assessments to measure achievement within a unit of instruction and summative assessments to measure achievement at the end of a unit or chapter. | Candidates recognize the purposes of formative and summative assessments as set forth in prepared testing materials. | Candidates use primarily summative assessments prepared by others. |